

Teacher(s): Johnson

Subject: World History

Week of: Sep 4 – 8, 2017

Week: 5

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s):	<p style="text-align: center;"><b>Labor Day</b></p> <p style="text-align: center;"><b>No School</b></p>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative:
	Purpose:			Summative:
Tues	Standard(s): SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC. b. Describe the societies of India and China, include: religion, culture, economics, politics, and technology. d. Identify the Bantu migration patterns and contribution to settled agriculture. e. Explain the rise of the Olmecs.	<p><b>Do Now:</b> Guided Instruction (<i>We do</i>)- Prepare textbook SUB – Ms Griffin and prior notes for work session</p> <p><b>Opening:</b> Focused Instruction (<i>I do</i>)- Ms. Griffin explains work session based on test areas of weakness</p> <p><b>Work Session:</b> Independent Learning (<i>You do alone</i>)- answer the following questions:            p. 49 Main Idea Qs 3,4,5                      p. 55 Main Idea Qs 3,4,5            p. 224 Main Idea Qs 3,4,5                      p. 243 Main Idea Qs 3,4            (Turn in by end of Period)</p> <p><b>Closing:</b> Guided Instruction (<i>We do</i>)- Get all graded work back from Ms. Griffin</p> <p><b>Home Learning:</b></p>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative:  Teacher Observation Q&A Student work
	Purpose: To provide the students with opportunity to review the material in the textbook related to those identified areas of weakness			Summative:
Weds	Standard(s):  SSWH 1-22	<p><b>Do Now:</b> Guided Instruction (<i>We do</i>)- Sign in to Canvas system for test</p> <p><b>Opening:</b> Focused Instruction (<i>I do</i>)- explain testing procedures</p> <p><b>Work Session:</b> Independent Learning (<i>You do alone</i>)- Complete SGM for World History; report test score to me for records</p> <p><b>Closing:</b> Guided Instruction (<i>We do</i>)- restate reason for exam and that it will be given again at the end of the semester</p> <p><b>Home Learning:</b></p>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> <li>Canvas platform</li> </ul>	Formative:  Teacher Observation Q&A
	Purpose:  To determine student knowledge to compare against level of learning when retested at the end of the year			Summative:  Pre-SGM

Thurs	<b>Standard(s):</b> SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC. b. Describe the societies of India and China, include: religion, culture, economics, politics, and technology. d. Identify the Bantu migration patterns and contribution to settled agriculture. e. Explain the rise of the Olmecs.	<b>Do Now:</b> Guided Instruction ( <i>We do</i> )- What was the first dynasty of China?  <b>Opening:</b> Focused Instruction ( <i>I do</i> )- Explain work session  <b>Work Session:</b> Guided Instruction ( <i>We do</i> )- Review answers to the questions done on Tuesday and if time allows determine issues on the test itself  <b>Closing:</b> Guided Instruction ( <i>We do</i> )- What kept the Bantu peoples from spreading deeply into the SW corner of Africa?  <b>Home Learning:</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	<b>Formative:</b>  Teacher Observation Q&A
	<b>Purpose:</b> To review the work done on Tuesday in support of the areas of weakness review and retest			<b>Summative:</b>
Fri	<b>Standard(s):</b> SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC. b. Describe the societies of India and China, include: religion, culture, economics, politics, and technology. d. Identify the Bantu migration patterns and contribution to settled agriculture. e. Explain the rise of the Olmecs	<b>Do Now:</b> Guided Instruction ( <i>We do</i> )- Prep for study guide work SUB – Ms Griffin  <b>Opening:</b> Focused Instruction ( <i>I do</i> )- Ms Griffin explain work session  <b>Work Session:</b> Collaborative Learning ( <i>You do together</i> )- in pairs, complete the study guide questions, etc. using textbook and materials already acquired (must be completed for reTest on Monday or Tuesday)  <b>Closing:</b> Guided Instruction ( <i>We do</i> )- Which hemisphere were the Olmecs in?  <b>Home Learning:</b> Study for retest next week	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> <li>Study guide</li> </ul>	<b>Formative:</b>  Teacher Observation Q&A Study guide
	<b>Purpose:</b> To provide students study guide work to prepare for the retest next week			<b>Summative:</b>